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ABSTRACT

Management processes of planning, organizing, directing, and motivating are vital to schools and industries alike. Accordingly, this module, the first in a series of two, has been developed as a training guide using the Hersey-Blanchard approach to leadership styles. It can help build principal-faculty relationships, superintendent-governing board relationships, and teacher-student relationships. The first section, "What you need to know," provides a literature review of leader behavior theory, explaining basic concepts such as influence, task behavior, and relationship behavior. It then provides an indepth explanation of the Hersey-Blanchard Situational Leadership Model, showing the relationships between task-relevant maturity of a group and leadership styles. The second section provides a series of learning activities and handouts based on this model. These include (1) a scoring and interpretation workbook, (2) five case studies for assessment of task-relevant maturity of groups, and (3) a set of leadership style role-playing kits, illustrating various styles of leadership and patterns of accommodation. A list of resource materials is included, along with sample training designs, references, and a short bibliography. (TE)

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Your Leadership Style

A Management Development Module for Educational Leaders

EA 018 728

YOUR LEADERSHIP STYLE

A Management Development Module
for Educational Leaders

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YOUR LEADERSHIP STYLE

New demands are being placed upon school principals as a consequence of the expanding research on effective schools and the reports from national commissions which point to educational management as an important key to successful schools. In fact, the growing research base on effective schools highlights the principal as the key to success. And the National Commission on Excellence in Education specifically mentions the active leadership role necessary for school principals. As a result, more attention is being paid to the development of a wider variety of training approaches for educational administrators.

Outside education, the field of management development has exploded with a broad range of approaches. But it is only recently that educational management is being studied as vigorously. Yet management processes of planning, organizing, directing, and motivating are vital whether the organization be a school or a high technology industry (Yukl, 1982).

This module is an effort to begin to address the issues emerging from recent studies and trends. It is the first of a series of two modules. Module One, "Your Leadership Style," addresses one of several critical areas identified in current management development practice, leader behavior and styles. Module Two will be devoted to "School Analysis and Climate: Creating Conditions for Effectiveness."

These modules are developed as training guides and include a what you need to know section, learning activities, resource materials, sample training designs, references, and a bibliography.

"Your Leadership Style" utilizes the Hersey-Blanchard approach to leadership styles and is appropriate for those professionals who supervise the work of others in a group setting. In education, it has been used effectively to look at building principal-faculty relationships, superintendent-governing board relationships, and teacher-student relationships (Hersey & Blanchard, 1982).

Module One Outline

The following outline describes the goals of Module One and provides a brief overview of the major content areas:

Goals

- Introduce the concept of leadership behavior, both theoretically and practically;
- Give participants some information about their own leadership style when they are directing the work of others; and
- Provide a model and framework for assessing behaviors in work settings.

Content

- What You Need to Know:
  - an introduction to leader behavior theory
  - discussion of situational leadership
  - an explanation of the Hersey-Blanchard model
  - discussion of maturity and motivation
- Learning Activities and Handouts
  - Handout #1 - A Scoring and Interpretation Workbook
  - Handout $2 - Five Case Studies
  - Handout #3 - A Leadership Style Role Play
- Related Activities
- Resource Materials
- References and Bibliography

Understanding one's own leader behavior is only one aspect of leadership, however it has been identified as a major component in professional development for the practicing education administrator.

> Leaders are expected to lead, to provide a sense of direction, to motivate others toward attainment of goals, and to build consensus. We need to help people become sensitive to style flexibility, alternative models of leader behavior, and what they imply for practitioners (Cawelti, 1982).

This module has been developed in an attempt to begin this process.

What You Need To Know

Introduction to Leader Behavior Theory

Every successful organization has one major attribute that sets it apart from unsuccessful ones: dynamic and effective leadership (Hersey & Blanchard, 1982). It has been pointed out that managers are the most basic and scarcest resource of any enterprise (Drucker, 1954). There is a continual search for persons who have the necessary ability to lead effectively. This is true in public education; it is not that we lack people to fill administrative positions, but rather there is a scarcity of people who are willing and able to assume significant leadership responsibilities and get the job done effectively.

It is a difficult task to define leadership because it can mean different things to different people. George R. Terry (1960) defines leadership as "the activity of influencing people to strive willingly for group objectives" (p. 493). Harold Koontz and Cyril O'Donnell (1959) state in their definition that "leadership is influencing people to follow in the achievement of a common goal" (p. 435).

A review of the literature reveals that most management writers today agree that leadership is "the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation" (Hersey & Blanchard, 1982, p. 83). A common thread which runs through all these definitions is the concept of influence--that a leader attempts to influence the behavior of others. From this, it can be inferred that leadership can take place in all social settings. The focus of this module, however, is on leadership in the formal organization, for example, a school or school district.

When it comes to the study of leadership behavior, years of research have proven nothing conclusively about traits or characteristics. At one time it was thought that there were a set of personal qualities that were essential for effective leadership and that these inherent qualities were transferable from one situation to another. Literature reviews of this trait approach to leadership has not revealed significant findings (Gibb, 1954). Eugene E. Jennings concluded that 50 years of study have failed to produce one personality trait or set of qualities that can be used to discriminate leaders and non-leaders (Jennings, 1961). Leadership is a dynamic process and varies from situation to situation with changes in leaders, followers and situations (Hersey & Blanchard, 1982).

Recent research in educational leadership suggests some re-emergence of the trait theories as well as ideas about competencies and behaviors of educational leaders. The National Association of Secondary School Principals (NASSP) has developed 13 skills necessary for school leadership. A study conducted by the McBer Company produced 14 critical competencies and researchers Caroline Persell and Peter Cookson identified 9 recurrent behaviors of effective principals. Being analytical, commitment to educational values and high standards, participatory style, ability to communicate, and organizational ability are some examples of the skills and behaviors this research has produced. This research has been provocative but not conclusive. Research on school effectiveness and school improvement reveals that a variety of styles can be successful and that content is a dominant factor in determining what works. This suggests an underlying theme, that of the need to "understand the dynamics of any particular situation" (NASSP, 1982, p. VIII).

Situational Leadership

Situational leadership focuses on observable behavior with emphasis on the interaction between the leader and the group members and the environment. This focus suggests that leadership effectiveness can be increased through training and development and is, therefore, a learnable skill.

Leadership involves accomplishing goals with and through people. Therefore, the leader must be concerned about task accomplishment and human relationships (Hersey & Blanchard, 1982).

The notion of concern for task accomplishment and human relationships stems from the Ohio State Leadership Studies which were initiated in 1945 by the Bureau of Business Research at Ohio State University. The objectives of these studies were to attempt to identify various dimensions of leader behavior (Stogdill & Coons, 1957). Research in these studies, defining leadership as the behavior of an individual when directing the activities of a group toward goal attainment, narrowed the description of leader behavior to two dimensions: *Initiating structure* and *consideration* (Stogdill & Coons, 1957). *Initiating structure* refers to leader behavior in "delineating the relationship between himself and members of the work group and in endeavoring to establish well defined patterns of organization, channels of communication, and methods of procedure" (Stogdill & Coons, 1957). *Consideration*, on the other hand refers to these behaviors "indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff" (Halpin, 1959, p. 4).

In the mid-1960s, several educational studies were initiated that investigated the use and effectiveness of these dimensions in educational settings. Among the most important findings are those of Keeler and Andrews indicating

that the consideration and structure of principals is significantly related to academic achievement of students. Their research suggests that the consideration and initiating structure of principals exert an impact on the attainment of students in the learning situation (Keeler & Andrews, 1963).

The consideration and structure patterns of behavior are important because "they produce different effects on the behavior and expectations of the follower" (Stogdill, 1974, p. 141).

Robert R. Blake and Jane S. Mouton utilized these concepts in the development of their Managerial Grid. Presented in the Managerial Grid are five types of leadership styles based on different combinations of the two basic dimensions, concern for task accomplishment/production, and concern for relationship/people (Blake & Mouton, 1964, 1978). Figure 1 represents the Blake Mouton Managerial Grid.

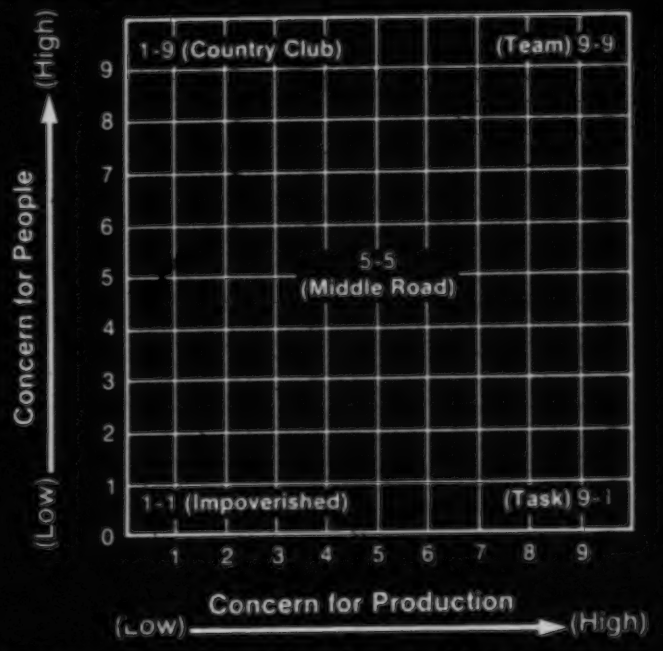

Figure 1. The Managerial Grid. (The data in this figure are from Blake & Mouton, 1964, 1978.)

The five leadership styles are:

Task 9-1	In the lower right hand corner of the grid, a maximum concern for production is combined with a minimum concern for people. A principal acting under these assumptions concentrates on maximizing production by exercising power and authority and achieving control over teachers and staff through compliance.
Country Club 1-9	Here a minimum concern for production is coupled with a maximum concern for people. A principal acting under these assumptions pays primary attention to promoting good feelings among teachers, staff, and colleagues.
Impoverished 1-1	A minimum concern for both production and people characterizes this style. The 1-1 principal exerts only the minimum efforts to get the required work accomplished.
Middle Road 5-5	This is the middle of the road style or the get along to get along approach. This principal believes in organizational man management, which means getting out the required work and maintaining morale at a satisfactory level.
Team 9-9	Production and people concerns are integrated at a high level. This is a team approach. A principal utilizing this approach is achievement oriented and seeks to gain results of high quality and quantity through participation, involvement, and commitment.

Blake and Mouton believe, however, that there is one leader style which is preferable...9-9, Team Management.

In the leadership models developed by Paul Hersey and Kenneth H. Blanchard, *task behavior* and *relationship behavior* are used to describe the basic dimensions of leader behavior, structure, and consideration. Their model presents four basic styles made up of combinations of those dimensions (Hersey & Blanchard, 1982). Leadership style is defined as "the behavior pattern that person exhibits when attempting to influence the activities of others" (Hersey & Blanchard, 1982, p. 96). A person's leadership style

involves some combination of task and relationship behaviors. These behaviors are defined as:

> *Task Behavior*--The extent to which leaders are likely to organize and define the roles of the members of their group (followers); to explain what activities each is to do and when, where, and how tasks are to be accomplished; characterized by endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting jobs accomplished.
>
> *Relationship Behavior*--The extent to which leaders are likely to maintain personal relationships between themselves and members of their group (followers) by opening up channels of communication, providing socioemotional support, "psychological strokes," and facilitating behaviors. (Hersey & Blanchard, 1982, p. 96)

Figure 2 represents the four basic leadership styles as developed by Hersey and Blanchard.

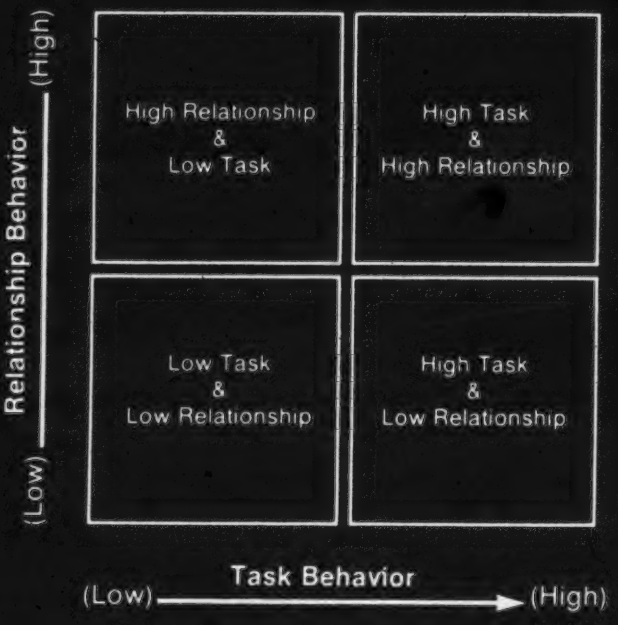

Figure 2. Four Basic Leadership Styles. (The data in this figure are from Hersey & Blanchard, 1982.)

The *high task-low relationship style* is characterized by the leader defining roles, goals, and the how, whens, and wheres of the task. It emphasizes structure and directive behavior. The *high task-high relationship style* is also characterized by directive behavior with the addition of supportive behavior with two-way communication. Supportive, non-directive behavior with a lot of two-way communication, shared decision making and active listening describes the *high task-high relationship style*. The *low task-low relationship style* offers little support or direction. This is a "leave them alone" style.

William J. Reddin, in his 3-D Management Style Theory, added an effectiveness dimension to the situational approach, recognizing that effectiveness of leadership depends upon how leadership style relates with the situation in which it occurs. According to Reddin, the leadership model "must allow that a variety of styles may be effective or ineffective depending on the situation" (Reddin, 1970, p. 13).

In the Hersey-Blanchard model, an effectiveness dimension was added to integrate the concepts of leadership styles with demands of a specific environment. "When the style of a leader is appropriate to a given situation, it is termed effective; when the style is inappropriate to a given situation, it is termed ineffective." (Hersey & Blanchard, 1982, p. 97)

Any of the basic leadership styles may be effective or ineffective depending on the situation in which it's used. "The difference between the effective and ineffective styles is often not the actual behavior of the leader but the appropriateness of this behavior to the environment in which it is used" (Hersey & Blanchard, 1982, p. 97). Table 1 shows how the Hersey-Blanchard basic leader behavior styles may be seen by others when they are effective or ineffective (Hersey & Blanchard, 1982).

Table 1

How the Basic Leadership Behavior Styles May be Seen by Teachers and Staff When they Are Effective or Ineffective (The data in this table are from Hersey & Blanchard, 1982)

Basic Styles	Effective	Example	Ineffective	Example
High Task and Low Relationship Behavior	Seen as having well-defined methods for accomplishing goals that are helpful to the teachers and staff.	A principal meeting with a new, inexperienced teacher and reviewing policies and procedures for maintaining attendance records.	Seen as imposing methods on others; sometimes seen as unpleasant and interested only in short-term output.	A principal meeting with a group of experienced teachers to tell them how to run their homeroom periods.
High Task and High Relationship Behavior	Seen as satisfying the needs of the group for setting goals and organizing work, but also providing high levels of support.	A new principal steps into an efficiently run school. The principal wants to maintain the efficiency but build in more flexibility, so he/she gets the immediate subordinate group involved but makes sure standards are maintained.	Seen as initiating more structure than is needed by the group and often appears not to be genuine in interpersonal relationships.	A principal is considering a major scheduling change. The department heads agree with the new approach and have a good record of working together and accomplishing tasks. The principal elicits their responses but directs the change him/herself.
High Relationship and Low Task Behavior	Seen as having implicit trust in people and as being primarily concerned with facilitating their goal accomplishment.	A group of department chairpersons are having trouble making some budgetary decisions. This group has made these kinds of decisions in the past. So the principal encourages and supports them, stays available but does not make their decision.	Seen as primarily interested in harmony; sometimes seen as unwilling to accomplish a task if it risks disrupting a relationship or losing "good person" image.	The principal is heading a district-wide task force. The group is not clear on its goals, and while the group has the potential to do the job, meetings have turned into social gatherings. The principal tries to involve the group in goal clarification, but mainly maintains the present affect of group.
Low Relationship and Low Task Behavior	Seen as appropriately delegating to subordinates decision about how the work should be done and providing little socioemotional support where little is needed by the group.	Curriculum guides are due by a certain date. The principal notifys the department heads of the deadlines.	Seen as providing little structure or socioemotional support when needed by members of the group.	A group of department chairpersons cannot solve a problem themselves regarding scheduling. The principal does not assist.

Studies suggest that there is no best style of leadership but rather that effective leaders modify their behavior to meet the needs of their followers and their particular environment (Hersey & Blanchard, 1982). There is a range of styles available for the leader who is concerned about increasing his or her effectiveness. This leaves the practicing or aspiring manager, or in this case, school official with four questions:

- How do I diagnose a situation in order to select an appropriate style?
- What is my style? Do I use one style more than any other? How can I find out?
- Am I flexible enough to be able to vary my style when the situation changes?
- If I don't have that flexibility to change my leadership behavior, can I learn them or compensate in other ways? (Finch, Jones, Litterer, 1976)

The Hersey-Blanchard Situational Leadership Model: An Indepth Explanation

Hersey and Blanchard have developed an approach to situational leadership that offers a framework for addressing the questions raised earlier. The theory provides an approach for diagnosing situations and selecting appropriate styles. Situational leadership is accepting the premise that there is no one best way to influence people and it is:

> based on an interplay among (1) the amount of guidance and direction (task behavior) a leader gives; (2) the amount of socioemotional support (relationship behavior) a leader provides; and (3) the readiness *maturity* level that followers exhibit in performing a specific task, function or objective. (Hersey & Blanchard, 1982, p. 150)

The *maturity* or readiness level of the group is basic to this concept. *Maturity* is defined as "the ability and willingness of people to take responsibility for directing their own behavior. *These variables of maturity should be considered only in relation to a specific task to be performed*" (Hersey &

Blanchard, 1982, p. 151). A person or group of persons are not mature or immature in a total or personal sense but rather in relation to a specific task or function, hence the term, *task relevant maturity*. For example, a teacher may be very responsible about submitting course outlines but negligent about submitting material requisitions. It would be appropriate for this teacher's supervisor to leave the teacher alone regarding the course outlines, but to supervise more closely in terms of the requisitions so the teacher has the materials for teaching the course.

Leaders also have to understand that they may have to behave differently with individual members of their group than they behave with the group as a whole (Hersey & Blanchard, 1982). A school principal may utilize one style when working out a curriculum problem with a certain department chairperson

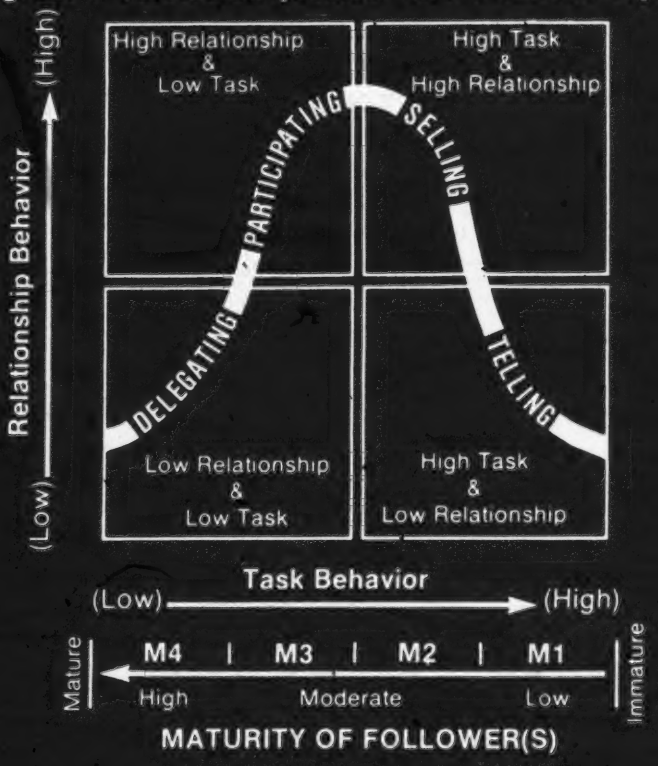

Figure 3. An illustration of the Hersey-Blanchard Model of Situational Leadership. (The data in this figure are from Hersey & Blanchard, 1982.)

and utilize a completely different style when working with the group of chairpersons planning for curriculum changes.

Which style a leader should use depends on the *task relevant maturity* of the people the leader is attempting to influence (Hersey & Blanchard, 1982).

Figure 3 is an illustration of The Hersey-Blanchard Model of Situational Leadership. It demonstrates the relationship between *task relevant maturity* and the appropriate leadership style to be utilized as the followers move from immaturity to maturity. The style of the leader for the different levels of follower maturity is portrayed by the *prescriptive curve* going through the four leadership quadrants.

Each of the four leadership styles--high task and low relationship or *telling*, high task and high relationship or *selling*, high relationship and low task or *participating*, low relationship and low task or *delegating*--is a combination task and relationship behavior (Hersey & Blanchard, 1982). For review, task behavior is:

> the extent to which a leader provides direction for people--telling them what to do, when to do it, where to do it, and how to do it. It means setting goals for them and defining roles.

Relationship behavior is:

> the extent to which a leader engages in two-way communication with people--providing support, encouragement, "psychological strokes," and facilitating behaviors. It means actively listening to people and supporting their efforts.

Each maturity level calls for a leadership style which is the right combination of task behavior and relationship behavior.

Table 2 illustrates each maturity level and corresponding leadership style.

Low maturity calls for *telling*. Followers on this level of the maturity continuum are unable and unwilling (M1) to do the task. Their unwillingness

Table 2
Maturity Levels and Appropriate Leadership Styles
(The data in this table are from Hersey & Blanchard, 1982)

MATURITY LEVEL	APPROPRIATE STYLE
M4 High Maturity Able/Competent and Willing/Confident	S4 Delegating Low Relationship and Low Task Behavior
M3 Moderate to High Maturity Able but Unwilling or Insecure	S3 Participating High Relationship and Low Task Behavior
M2 Low to Moderate Maturity Unable but Willing or Confident	S2 Selling High Task High Relationship Behavior
M1 Low Maturity Unable and Unwilling or Insecure	S1 Telling High Task Low Relationship Behavior

may be the result of their insecurity or lack of understanding of the task. The directive *telling* style (S1) provides clear directions. It is characterized by the leader defining roles and telling people what, how, when, and where to do various tasks. It emphasizes directive behavior. This is a high task and low relationship style.

Selling is a high task and high relationship style. It is most appropriate for followers on the low to moderate maturity continuum. These followers are unable but willing (M2). They have the motivation but not the skills. A

leader using S2 or *selling* provides direction and information to address the lack of ability, and offers supportive behavior to maintain and reinforce the follower's motivation and enthusiasm. "This style is called *selling* because most of the direction is still provided by the leader. Yet, through two-way communication and explanation, the leader tries to get the followers psychologically to buy into desired behaviors."

Participating is for moderate to high maturity. Followers at this level of the maturity continuum are able but unwilling (M3) to do the job. People at this level are often competent but unmotivated. The leader must "open the door (two-way communication and active listening) to support the follower's efforts to use the ability he already has" (Hersey & Blanchard, 1982, p. 153).

A supportive, non-directive approach may be the most appropriate, involving high relationship and low task behaviors. This style is called *participating* (S3) because "the leader and follower share in decision making, with the main role of the leader being facilitating and communicating" (Hersey & Blanchard, 1982, p. 153).

High maturity is best served by *delegating*. People at this maturity level are both willing, able (M4), and confident to take responsibility. Followers at this level are independent and may not need much supportive behavior but in fact will thrive on being able to work independently. A *delegating* style (S4) offers little direction and support. This style is a low task and low relationship style.

The key is using situational leadership successfully is to assess the *task relevant maturity* level of followers and to behave as the model prescribes. Implicit is the notion that the leader should assist his or her followers to grow and this development of followers can be done by modifying leader

behavior through the four styles along the prescriptive curve (Hersey & Blanchard, 1982). What the theory suggests is that for an immature group, high task and low relationship behaviors will be effective for that task. An increase of follower maturity should be met with additional leader reinforcement, guidance, and support. Finally, when the group has the capacity and willingness to get the task done effectively and creatively, the appropriate leader behavior is to leave that group alone, decreasing controls and support.

Understanding Maturity and Motivation

Better understanding of *maturity* may be assisted by reviewing two concepts of motivation that can be integrated into Situational Leadership; Maslow's hierarchy of needs and Herzberg's hygiene factors and motivators.

Abraham Maslow developed a framework that helps explain the strength of certain needs. According to Maslow, there is a hierarchy into which human needs are arranged and when those needs are satisfied, they no longer serve as motivators of behavior (Maslow, 1954). Figure 4 represents Maslow's hierarchy.

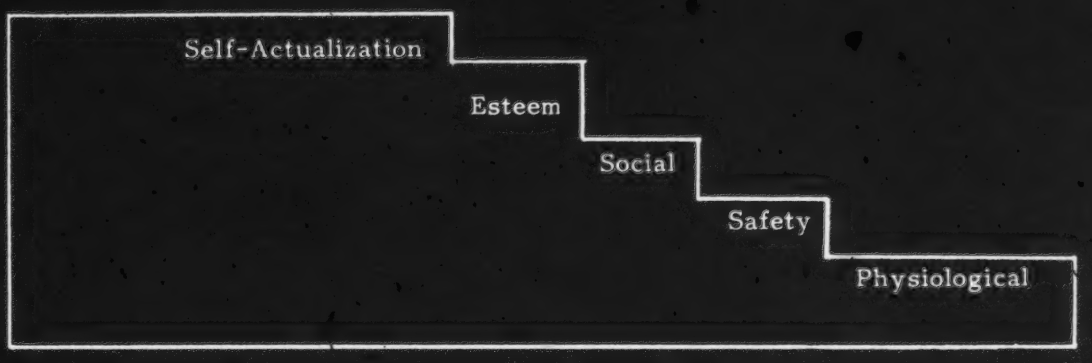

Figure 4. Maslow's Hierarchy of Needs. (The data in this figure are from Maslow, 1954.

The physiological needs are shown first (going from right to left) because they tend to have the highest strength until they are somewhat satisfied. These are basic needs such as food, clothing, and shelter. When these needs are fulfilled, other needs become important.

Once the physiological needs become fulfilled, safety or security needs emerge. This is a need to be free from fear of physical danger and concern for the future.

Social or affiliation needs emerge after physiological and security needs are fairly well satisfied. This is the need to belong and be accepted by others.

The need for esteem and recognition appears next on the hierarchy. Satisfaction of the esteem need results in feelings of self confidence and prestige. People feel that they are useful and have some affect on their environment.

Self-actualization, the final level of the hierarchy is the need to maximize one's potential, the desire to become what one is capable of becoming, to be competent.

The hierarchy does not necessarily follow the pattern set forth by Maslow, nor does it apply universally. Also, one level of need does not need to be completely satisfied in order for another need to appear.

Frederick Herzberg (1966), in studies done at the University of Pittsburgh, concluded that people have two different categories of needs which he called hygiene factors and motivators. According to the Motivation-Hygiene Theory, hygiene factors describe people's environment and serve the primary function of preventing job dissatisfaction. Motivators are satisfying factors that involve feelings of achievement, professional growth,

and challenge. Satisfied hygiene factors tend to eliminate dissatisfaction but do little to motivate an individual to superior performance. Satisfaction of motivation will permit an individual to grow and develop. "Hygiene factors affect an individual's willingness or motivation and motivators impact an individual's ability" (Hersey & Blanchard, 1982, p. 59).

When Maslow's hierarchy and Herzberg's Hygiene Motivation Theory, are combined, Maslow's physiological, safety, social, and part of esteem needs are

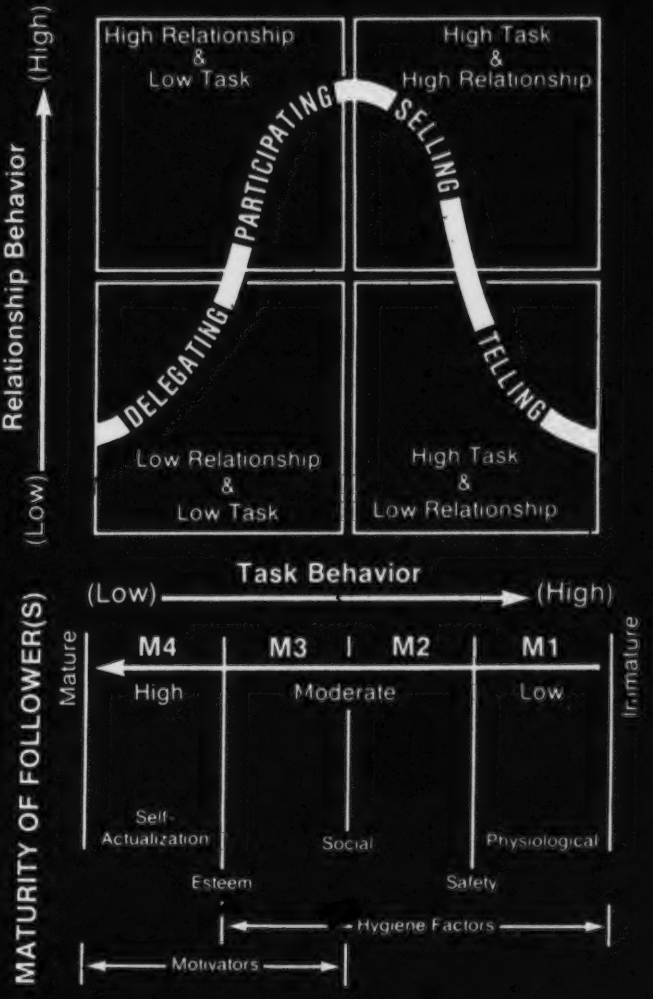

Figure 5. Relationship among Situational Leadership, Maslow's Hierarchy of Needs, and Herzberg's Motivation-Hygiene Theory. (The data in this table are from Hersey & Blanchard, 1982.)

hygiene factors while self actualization and esteem/recognition are classified as motivators. Both these frameworks can be integrated in Situational Leadership in terms of their relationship to *maturity* levels (Hersey & Blanchard, 1982). Figure 5 demonstrates the relationship among Situational Leadership, Maslow's Hierarchy of Needs, and Herzberg's Motivation-Hygiene Theory (Hersey & Blanchard, 1982, p. 296).

An example of this integrated relationship is provided in the illustration that follows. A principal of an urban school has two distinctly different teachers with whom he or she is working. One teacher is experienced and concerned about growth and challenge (motivators-esteem/recognition), the other teacher is new and concerned about the unruly students (hygiene factors-physiological and safety needs). The principal, using the participating style, may nominate the former to be a master teacher. In the case of the latter, review the teachers' handbook and discipline code, utilizing the telling or selling style.

This theory is not absolute, nor is it scientific in the sense that action A will always produce results B. It is a framework for practitioners to use in the context of working with and through people, and in this particular case, in terms of their relation to maturity levels and the selection of an appropriate leader style (Hersey & Blanchard, 1982).

To determine which leadership style to use in any situation, the leader must first assess the *task relevant maturity* level of the group, for example, ability, and willingness or motivation, and secondly, using the prescriptive curve, select a leadership behavior appropriate to the followers' maturity level. It is important to remember that *maturity* is limited to the context of task relevant follower behaviors. One's leadership style will not only change

as the maturity level develops, it will also be affected by the introduction of new tasks.

Earlier, leadership was defined as working "with and through people," and the Hersey-Blanchard approach is one which emphasizes the utilization of human resources. This approach is obvious in how Hersey-Blanchard have defined *maturity*. There may be, however, situational variables in the work setting that are not so directly related to *maturity*. The time factor, or limited financial resources, issues related to sexism, or racism are some examples.

No model can address all the possibilities that might occur in any particular setting. This model offers an approach to observing one's own behavior in a leadership situation.

Instrumentation

The LEAD-Self* instrument was designed to measure self perception of three aspects of leader behavior: style, flexibility, and adaptability (Hersey & Blanchard, 1982). The instrument contains 12 leadership situations followed by 4 possible courses of action. Each course of actions responds to 1 of the 4 basic leadership styles. The respondent is asked to select the response which would reflect how he or she would respond in that situation. The instrument takes 15-20 minutes to administer and is self scoring.

Another instrument which is designed to measure perceptions of leadership style is the LBA-Leader Behavior Analysis. This instrument has

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*LEAD-Self Manual by John F. Greene is available through the Center for Leadership Studies, Escondido, California, and includes a discussion of the leadership model, format of the scale, characteristics of the measures, standardization procedures, estimates of reliability, and normative information.

been developed by Kenneth Blanchard, Ronald Hambleton, Drea Zigarmi, and Douglas Forsyth. This instrument contains 20 situations followed by various courses of action which respond to the 4 basic leadership styles.

The person taking either instrument will receive information about dominant leadership style, supportive style(s), style flexibility--the ability to use different leader behaviors, and effectiveness--the ability to accurately assess the situation and choose the appropriate response.

These instruments are not an evaluation of a person's leadership ability, nor should they be used as such. They can offer the user some information about his or her style in a given setting and provide a framework for looking at one's behavior and flexibility. For those interested in pursuing the study of their leadership style, Hersey-Blanchard have developed a companion instrument, the LEAD-Other. The instrument is completed by the followers and it can give the leader the opportunity to explore self perception of style in relation to follower perception.

Learning Activities and Handouts

Handout #1
A Scoring and Interpretation Workbook

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LEAD SCORING AND INTERPRETATION WORKBOOK

STYLE

Your leadership style (Hersey & Blanchard, 1972, pp. 82-83; 110-112) is the consistent pattern of behavior that you exhibit when you attempt to influence the activities of people. This behavior has been developed over time and is what others learn to recognize as you, the leader, as your style, or as your leadership personality. Others expect and can even predict certain kinds of behavior from you. The pattern generally involves either task behavior or relationship behavior, or some combination of both. These two types of behavior are central to the concept of leadership style.

> *Task Behavior:* The extent to which a leader organizes and defines the roles of individuals and members of his or her group by explaining what activities each is to do as well as when, where and how tasks are to be accomplished. It is further characterized by the extent to which a leader defines patterns of organization, formalizes channels of communication, and specifies ways of getting jobs accomplished.
>
> *Relationship Behavior:* The extent to which a leader engages in personal relationships with individuals or members of his or her group; the amount of socio-emotional support and psychological strokes provided by the leader as well as the extent to which the leader engages in interpersonal communications and facilitating behaviors. (Hersey & Blanchard, 1972, pp. 82-83)[1]

The recognition of task and relationship as two important dimensions of leadership behavior has played an important role in the work of management theorists over the last several decades. These two dimensions have been variously labeled, including such terminology as autocratic/democratic, employee-oriented/production-oriented, and theory X/theory Y.

"Either/Or" Styles of Behavior

For some time, it was believed that task and relationship were "either/or" styles of leadership behavior and, therefore, could be depicted on a continuum ranging from very authoritarian (task-oriented) leadership behavior at one end to very democratic (relationship-oriented) leadership behavior at the other (Tannenbaum & Schmidt, 1957).

In more recent years, the feeling that task and relationship were "either/or" leadership styles has been dispelled. In particular, the leadership studies initiated in 1945 by the Bureau of Business Research at Ohio State University questioned this assumption (Stogdill & Coons, 1957).

Observing the actual behavior of leaders in a wide variety of situations, the Ohio State staff found that leadership styles tended to vary considerably among leaders. Whereas the behavior of some leaders was basically task oriented in character, the behavior of others exhibited socio-emotional support in terms of personal relationships. Other leaders' styles were characterized by both task behavior and relationship behavior. There were even some individuals in leadership positions whose behavior tended to provide little structure or consideration.

No dominant style appeared; instead, various combinations of styles were evident. Thus, it was determined that task and relationship were not "either/or" leadership styles, as the authoritarian-democratic continuum suggested. Instead, these patterns of leadership behavior can be plotted on two separate axes (see Figure 1). Use this figure to score your self-perceptions of your leadership styles and your style range from the LEAD instrument.

DETERMINING LEADERSHIP STYLE

Your perception of your leadership style on the LEAD instrument can be determined in Figure 2. Circle the letter of the alternative action you chose for each situation and then total the number

[1] Since our model is an outgrowth of the Ohio State Leadership Studies, these definitions have been adapted from Stogdill and Coons, "Initiating Structure" (task) and "Consideration" (relationship) (1957, pp. 42-43).

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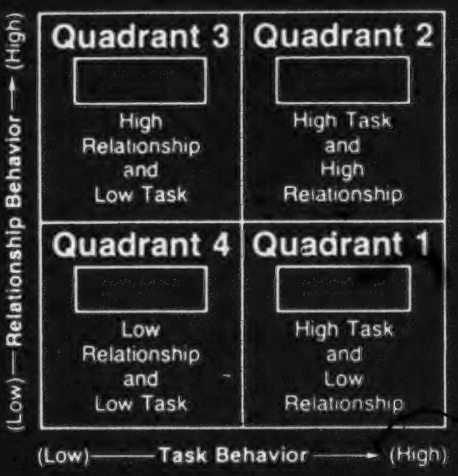
Quadrant 3
High Relationship and Low Task
Quadrant 2
High Task and High Relationship
Quadrant 4
Low Relationship and Low Task
Quadrant 1
High Task and Low Relationship
(Low) — Relationship Behavior → (High)
(Low) — Task Behavior → (High)

Figure 1. Basic Leadership Behavior Styles

of times an action was used in each of the four subcolumns. The alternative action choices for each situation are not distributed alphabetically but according to the style quadrant a particular action alternative represents.

Quadrant scores from Figure 2 can be transferred to the basic leadership behavior styles in Figure 1. The quadrant numbers in Figure 2 correspond to the quadrant numbers of the model, as follows:

Quadrant (1)—alternative action choices describe Quadrant 1, High Task and Low Relationship Behavior.

Quadrant (2)—alternative action choices describe Quadrant 2, High Task and High Relationship Behavior.

Quadrant (3)—alternative action choices describe Quadrant 3, High Relationship and Low Task Behavior.

Quadrant (4)—alternative action choices describe Quadrant 4, Low Relationship and Low Task Behavior.

Enter the totals associated with each of the four basic leadership styles in the boxes on Figure 1.

Your *dominant leadership style* is defined as the quadrant in which the most responses fall. Your *supporting style* (or styles) is the leadership style that you tend to use on occasion. The frequency of responses in quadrants other than that of your dominant style suggests the number and degree of supporting styles as you perceive them. At least two responses in a quadrant are necessary for a style to be considered a supporting style.

Style Range

Your dominant style plus your supporting styles determine your style range (Hersey & Blanchard, 1972, pp. 121-122). In essence, this is the extent to which *you* perceive your ability to vary your leadership style.

Your style range can be analyzed by examining the quadrants in which your responses to the LEAD occurred in Figure 1 as well as the frequency of these occurrences. If your responses fall only in one quadrant, then you perceive the range of your behavior as limited; if your responses fall in a number of quadrants, you perceive yourself as having a wide range of leadership behavior.

		Alternative Actions			
Situations	1	A	C	B	D
	2	D	A	C	B
	3	C	A	D	B
	4	B	D	A	C
	5	C	B	D	A
	6	B	D	A	C
	7	A	C	B	D
	8	C	B	D	A
	9	C	B	D	A
	10	B	D	A	C
	11	A	C	B	D
	12	C	A	D	B
	Quadrant	(1)	(2)	(3)	(4)
	Quadrant Scores				

Figure 2. Determining Leadership Style and Style Range

Tri-Dimensional Model

After identifying task and relationship as the two central aspects of leadership behavior, numerous practitioners and writers tried to determine which of the four basic styles was the "best" style of leadership, that is, the one that would be successful in most situations. At one point, High Task/High Relationship (Quadrant 2) was considered the "best" style, while Low Task/Low Relationship (Quadrant 4) was considered the "worst" style (Halpin, 1959; Blake & Mouton, 1964; Likert, 1961).

Yet, research evidence in the last decade clearly indicates that there is no single, all-purpose leadership style (Korman, 1966; Fiedler, 1967). Successful leaders are those who can adapt their behavior to meet the demands of their own unique environment.

If the effectiveness of a leader's behavior style depends on the situation in which it is used, it follows that any of the four basic styles in Figure 1 may be effective or ineffective depending on the situation. *The difference between the effective and the ineffective styles is often not the actual behavior of a leader, but the appropriateness of the behavior to the situation in which it is used.*

In an attempt to illustrate this concept and to build on previous work in leadership, an effectiveness dimension was added to the task and relationship dimensions of earlier leadership models to create the Tri-Dimensional Leader Effectiveness Model (Hersey & Blanchard, 1972, pp. 81-87)[2] presented in Figure 3. (Use this figure to integrate your self-perception scores of your leadership style and style range with your perceived style adaptability from the LEAD instrument.) This model was developed to help practitioners more accurately diagnose the appropriateness of their leadership style (or styles) to specific situations.

[2]For a discussion of an early attempt to add an effectiveness dimension to the task and relationship dimensions, see W. J. Reddin, The 3-D Management Style Theory, *Training and Development Journal*, April 1967, pp. 8-17; see also W. J. Reddin, *Management Effectiveness*, New York: McGraw-Hill, 1970.

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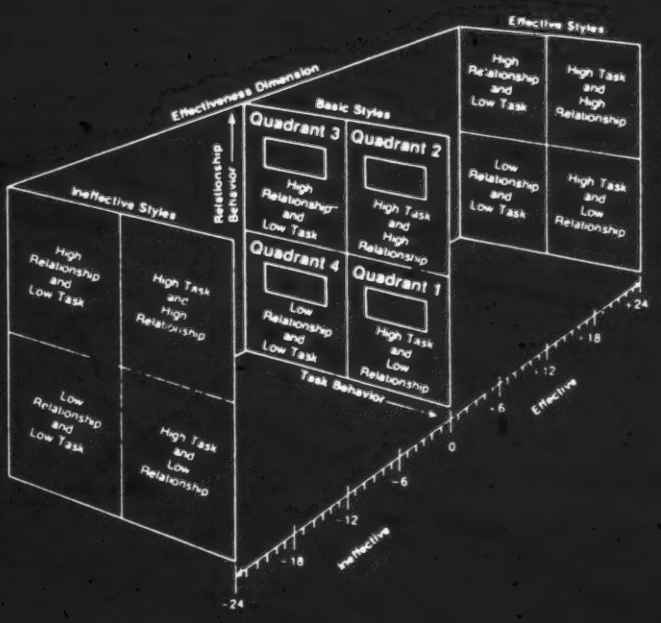

Figure 3. Tri-Dimensional Leader Effectiveness Model

Style Adaptability

The degree to which leadership behavior is appropriate to the demands of a given situation is called style adaptability (Hersey & Blanchard, 1972, pp. 121-123). Someone with a narrow style range can be effective over a long period of time if the leader remains in situations in which his style has a high probability of success. Conversely, a person with a wide range of styles may be ineffective if these behaviors are not consistent with the demands of the situation. *Thus style range is not as relevant to effectiveness as is style adaptability; a wide style range will not guarantee effectiveness.*

Determining Style Adaptability

The degree of style adaptability or effectiveness that you indicate for yourself as a leader can be determined theoretically in Figure 4. Circle the score given each alternative action choice and then calculate the total score as indicated.

A weighting of a +2 to −2 is based on behavioral science concepts, theories, and empirical research. The leadership behavior with the highest probability of success is always weighted a +2. The behavior with the lowest probability of success is always weighted a −2. The second-best alternative is weighted a +1 and the third a −1.

After determining your total score on style adaptability or effectiveness you can integrate this score into the Tri-Dimensional Leader Effectiveness Model (Figure 3) by placing an arrow (→) along the ineffective (−1 to −24) or effective (+1 to +24) dimension of the leadership model that

		Alternative Actions			
Situations		A	B	C	D
	1	+2	−1	+1	−2
	2	+2	−2	+1	−1
	3	+1	−1	−2	+2
	4	+1	−2	+2	−1
	5	−2	+1	+2	−1
	6	−1	+1	2	+2
	7	−2	+2	−1	+1
	8	+2	−1	−2	+1
	9	−2	+1	+2	−1
	10	+1	−2	−1	+2
	11	−2	+2	−1	+1
	12	−1	+2	−2	+1
	Sub-Total		+	+	+
					= Total

Figure 4. Determining Style Adaptability

corresponds to your total score from Figure 4. At this time you may also want to transfer your leadership style and style range scores from Figure 1 to Figure 3 so that all your LEAD data are located together.

SITUATIONAL LEADERSHIP THEORY

The weighting of a +2 to −2 is based on situational analysis using the Life-Cycle Theory of Leadership[3] (Figure 5). This theory is based on a relationship between the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) a leader provides, and the followers' level of "maturity."

Followers in any situation are vital, not only because individually they accept or reject the leader, but because as a group they actually determine the personal power of the leader.

Maturity of the Followers or Group

Maturity is defined in Life-Cycle Theory as the capacity to set high but attainable goals (achievement-motivation [McClelland et al., 1953, 1961]), willingness and ability to take responsibility, and education and/or experience of an individual or a group. *These variables of maturity should be considered only in relation to a specific task to be performed.* That is, an individual or a group is not

[3]The Life Cycle Theory of Leadership was developed at the Center for Leadership Studies, Ohio University, Athens, Ohio. It was first published in Hersey and Blanchard (1969).

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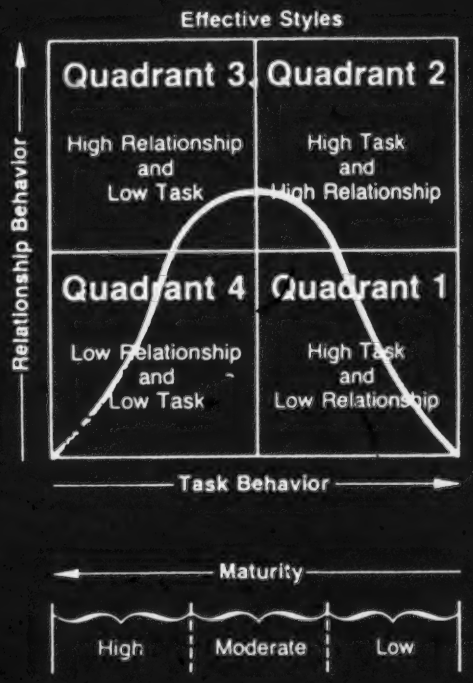

Figure 5. Life-Cycle Leadership Theory

mature or immature in any *global* sense, only in terms of a specific task. Thus a salesperson may be very responsible in securing new sales, but very casual about completing the paper work necessary to close a sale.

According to Life-Cycle Theory, as the level of maturity of followers continues to increase in terms of accomplishing a specific task, leaders should begin to *reduce* their task behavior and *increase* their relationship behavior until the group is sufficiently mature for the leaders to decrease their relationship behavior (socio-emotional support) as well. Thus, this theory focuses on the appropriateness or effectiveness of leadership styles according to the task-relevant maturity of the followers. This cycle can be illustrated by the bell-shaped curve juxtaposed over the four leadership quadrants in Figure 5.

In Figure 5, the curvilinear function of the cycle would be portrayed on the effective side of the Tri-Dimensional Leader Effectiveness Model. To determine what style is appropriate with a specific individual or group, some benchmarks of maturity have been provided for determining appropriate leadership style by dividing the maturity continuum into three categories—low, moderate, and high.

This theory of leadership states that with people who are low in maturity in terms of accomplishing a specific task, a high task style (Quadrant 1) has the highest probability of success; with people who are of average maturity on a task, moderate structure and moderate-to-high socio-emotional style (Quadrants 2 and 3) appear to be most appropriate; a low-relationship and low-task style (Quadrant 4) has the highest probability of success with people of high task maturity.

ANALYZING TOTAL SCORE

In the LEAD instrument, each of the twelve situations theoretically called for one of the four basic leadership styles depicted in Figure 1. In each case, the situation described something about the maturity level of a work group you might be working with in your role as a leader. Using the Life-Cycle Theory of Leadership as the analytical tool, three of the situations demanded a High Task/Low Relationship action (Quadrant 1), three required a High Task/High Relationship choice (Quadrant 2), three required a High Relationship/Low Task style (Quadrant 3), and finally three asked for a Low Relationship/Low Task style (Quadrant 4).

Thus a person who picked the alternative with the highest probability in all twelve situations would have indicated three style choices in each quadrant and would have received a +24 adaptability or effectiveness score.

The situations in which you chose the theoretically "best" response will have +2 circled on Figure 4. Likewise, the situations in which you chose the theoretically "worst" response will have −2 circled. The situations in which a +1 is circled do not necessarily indicate a theoretically "bad" choice but suggest there was a "better" choice (+2). On the other hand a −1 indicates an inappropriate choice but suggests there was a "worse" choice (−2).

MODIFYING LEVELS OF MATURITY

In attempting to help individuals or groups mature (i.e., encouraging them to take more and more responsibility for performing a specific task), a leader must be careful not to delegate responsibility and/or increase socio-emotional support too rapidly. If this occurs, the individual or group may take advantage and view the leader as a "soft touch." Thus the leader must slowly encourage the maturity of followers on each task that they must perform, using less task behavior and more relationship behavior as they mature and become more willing and able to take responsibility.

When an individual's performance is low on a specific task, one must not expect drastic changes overnight. For a desirable behavior to be obtained, a leader must immediately reward the slightest behavior exhibited by the individual in the desired direction and continue this process as the individual's behavior comes closer and closer to the leader's expectations of good performance. This is a behavior modification concept called *positively reinforcing successive approximations*[4] of a desired behavior.

For example, a sales manager might want to move a salesperson through the cycle so that he or she would assume significantly more responsibility. If the salesperson is normally very dependent on the manager to close a sale, the leader's best bet initially is to reduce some of the structure or close supervision by giving the salesperson an opportunity to assume increased responsibility, e.g., setting up the closing meeting. If this responsibility is well handled, the sales manager should reinforce this behavior with increases in socio-emotional support (relationship behavior). This is a two-step process: first, a reduction in structure and, second, if adequate performance follows, an increase in socio-emotional support as reinforcement. This process should continue until the salesperson is assuming significant responsibility and performing as a mature individual in terms of closing sales. This does not mean that the salesperson's work will have less structure, but rather that the structure can now be internally imposed by the individual instead of being externally imposed by the sales manager. At this point, the cycle as depicted by the Life-Cycle Theory of Leadership in Figure 5 begins to become a backward-bending curve and move toward Quadrant 4 (low-relationship behavior and low-task behavior). Individuals are able not only to structure many of the activities in which they engage while working on a specific task, but also are able to provide their own satisfaction for interpersonal and emotional needs. At this stage of maturity, individuals

[4]The most classic discussions of behavior modification, or operant conditioning, have been done by B. F. Skinner. See B. F. Skinner, *Science and Human Behavior*. New York: Macmillan, 1953.

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tend to be reinforced positively for their accomplishments when the leader does not look over their shoulder on a specific task and leaves them more and more on their own. It is not that there is less mutual trust and friendship, but rather that less interaction time is needed to prove it with mature individuals.

Although this theory suggests a basic style for different levels of task maturity, it is not a one-way street. When people begin to behave less maturely for whatever reason (e.g., crisis at home, change in work technology), it becomes appropriate for the leader to adjust behavior backward through the Life-Cycle curve to meet the present maturity level of his group. For example, a salesperson is presently working well on his own. Suddenly, the salesperson faces a family crisis that begins to affect his performance on the job. In this situation, it may be appropriate for the manager moderately to increase structure and socio-emotional support (move back toward Quadrant 2) until the individual regains composure.

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Handout #2
Five Case Studies

Situation #1

You have just come back from a meeting with your superintendent where he outlined for you a very large and complex problem--the board wants to develop grade level promotion standards and pilot test them in one school next year. You feel that you and your staff have the knowledge and experience to handle this problem. In addition, you have now gotten your group to be quite open in expressing their opinions and ideas in your staff meetings. The superintendent has indicated to you that he is anxious for you and your faculty to take on this task because he feels that it would be helpful to your career in the district. Your only real difficulty with this is that the time deadline for your decision is quite close. The superintendent expects you to make the decision but you think the support of your faculty will be helpful. The superintendent wants your decision by the beginning of next week. Which leadership style would you use to approach your people?

The task relevant maturity level of this group is _____, therefore your leadership style should be _____. What will you do?

Situation #2

You have recently been notified that due to repair work required to remedy a serious problem with your school's roof, half of your staff and students must be physically relocated in about four weeks for an indefinite period of time. The new location will be in a nearby school which has insufficient enrollment. This new space is somewhat smaller than the space in your present location. It will be a tight fit but the superintendent believes your staff can manage in the building's available space. During the last few days you have tried to decide who will move and develop an arrangement of the new area that shoehorns everyone in yet still will be workable. As of yet, you have not been able to develop a satisfactory plan. You have all the limits and parameters of the new area (how much you can spend for rearrangements, which walls are to be fixed, etc.). You also have passed all of this information on to your people. Your staff members seems to have accepted the necessity of the move and have expressed a keen interest in making this a smooth transition for all concerned, especially the students. Which leadership style would you use in this situation?

The task relevant maturity level of this group is _____, therefore your leadership style should be _____. What will you do?

Situation #3

Your school just received an expensive set of video cameras and play back equipment from a local corporation. You are familiar with the equipment and know how to operate it but your staff members do not yet have the knowledge and skill needed to operate it. You have demonstrated the use of such equipment before and you know your teachers need some training before they can use it. In fact, some staff members have indicated they would welcome training.

You would like to have the equipment operating on back-to-school night so that parents can see a demonstration of the equipment being used with students. This gives you only three weeks. Which leadership style would you use?

The task relevant maturity level of this group is _____, therefore, your leadership style should be _____. What will you do?

Situation #4

Your school has been asked by you district's central office to develop and evaluate a new computer literacy curriculum on a pilot basis. The new curriculum would be worked into the present math program. This will make your staff's work very complex and demanding for at least the next four months. One of the key reasons why your school staff has been approached to accomplish this job is because of your high level of confidence in them which you have often expressed in district meetings and to central office staff. If you and your school succeed, there will probably be significant recognition for your efforts. There is, also, a fairly high risk or failure which, while not leading to any penalties, would mean less district and community prestige. You and your staff have enjoyed an excellent relationship with mutual trust and respect existing among all of you. You suspect that this might be tested somewhat because of the demands of introducing a new program while not sacrificing any of the existing curriculum. However, you strongly feel that the possible benefits outweigh the risks and you want to develop the new system. Your response is due by the end of the month. Which leadership style should you use with your staff?

The task relevant maturity level of this group is _____, therefore, your leadership style should be _____. What will you do?

Situation #5

You have been out ill for almost a week. Your first day back, you walk by two industrial arts classes and notice that proper safety equipment is not being worn by either students or staff. Your staff members have attended several meetings where safety requirements have been reviewed, so you are sure they know the rules. Although you don't like forcing people to abide by rules, you have been able to get results in the past with little or no argument. You know that the assistant superintendent will be in the building in a half hour and will visit the industrial arts area. Which leadership style do you use?

The task relevant maturity level of this group is _____, therefore your leadership style should be _____. What will you do?

Handout #3
A Leadership Style Role Play

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STAFF MEETING: A LEADERSHIP ROLE PLAY

Goals

I. To illustrate various styles of leadership and patterns of accommodation.

II. To explore the effects of the interaction of leadership style and pattern of accommodation on individual motivation and decision making.

Group Size

Three to six groups of four to seven members each.

Time Required

Approximately two and one-half hours. Additional time is required if lecturettes are to be presented.

Materials

I. One Staff Meeting Information Sheet for each participant.

II. For each work group, one Staff Meeting Role Sheet (principal roles) for one of the following: Mr./Ms. Trask, Mr./Ms. Purpull, or Mr./Ms. Wyant.

III. One or two Staff Meeting Role Sheets each for Mr./Ms. Upshaw, Mr./Ms. Indoff, and Mr./Ms. Ambrose (teacher roles) for each work group.

IV. One copy of the Staff Meeting Instructions for Principals Sheet for each work group.

V. Three to six Staff Meeting Instructions for Teachers Sheets for each work group.

VI. One Staff Meeting Topics Sheet for each work group.

VII. Three Staff Meeting Reaction Sheets for each participant.

VIII. One Staff Meeting Principal's Decision Sheet for each work group.

IX. Three to six Staff Meeting Teacher's Decision Sheets for each work group.

X. One Staff Meeting Predicted and Actual Results Sheet for each participant and each work group. (If there are more than three teachers in a group, *two* sheets for each group are required.)

XI. One 5" x 8" index card for each participant.

XII. A felt-tipped marker for each work group.

XIII. Newsprint.

Physical Setting

A room large enough to accommodate role playing and discussion. Additional rooms may be used for the group role-playing sessions ("staff meetings").

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Affect: High
Structure: High
Process: High

Process

I. The facilitator introduces the technique of role playing and describes the forthcoming role play as an exploration of organizational behavior in schools.

II. The facilitator forms work groups or asks participants to form themselves into work groups of four to seven members each.

III. He distributes copies of the Staff Meeting Information Sheet and answers any questions.

IV. The facilitator appoints a "principal" for each work group or asks each work group to appoint one. The remaining work group members are "teachers."

V. The facilitator distributes one of the three Staff Meeting "principal" Role Sheets to each principal, being sure that at least one copy of each different principal role is distributed. He then distributes "teacher" roles to the remaining group members, being sure that at least one of each of the three different teacher roles is distributed in each group.

VI. The facilitator distributes cards and markers and asks each participant to make a name card indicating his role name and title. If two of the same teacher roles are distributed in a work group, an "A" or "B" should be placed in parentheses in front of the teachers' names to distinguish between the two, i.e., Mr. (A) Upshaw; Mr. (B) Upshaw.

VII. The facilitator distributes copies of the Staff Meeting Instructions for Principals Sheet and the Staff Meeting Instructions for Teachers Sheet to appropriate participants.

VIII. The participants take a few minutes to study their roles and instructions individually. The facilitator answers any questions.

IX. The facilitator distributes copies of the Staff Meeting Topics Sheet to each principal. The principal then conducts staff meeting #1. (Five to ten minutes.)

X. At the end of the staff meeting, the facilitator distributes a copy of the Staff Meeting Reaction Sheet to each participant. Participants complete these sheets individually.

XI. Steps IX and X are repeated for staff meetings #2 and #3.

XII. The facilitator announces that it is now almost the end of the school year and that he has a memo for each principal and teacher from the office of the superintendent of schools. He then distributes copies of the Staff Meeting Principal's Decision Sheet and the Staff Meeting Teacher's Decision Sheet to the appropriate participants, who complete them individually.

XIII. The facilitator distributes copies of the Staff Meeting Predicted and Actual Results Sheet to the participants and to each group. Each group makes a compilation of its members' decisions on the extra copy of the Staff Meeting Predicted and Actual Results Sheet and gives the composite sheet to the facilitator.

XIV. The facilitator displays all group results on newsprint and conducts a general discussion of the role-playing experience, focusing on the goals of the activity.

Variations

I. Groups can be formed in various ways based on known leadership or accommodation patterns of participants.

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STAFF MEETING INFORMATION SHEET

Union Junior High School is one of the two junior high schools in a suburb of a large manufacturing city. There are nearly nine hundred students at Union and thirty-three teachers, 61 percent of whom are tenured teachers. A principal, assistant principal, two guidance counselors, a secretary, and two clerks make up the office staff.

The school has a good academic reputation, and efforts are being made to meet the continually changing needs of the student body. The school building is twenty-five years old, and the school is organized departmentally with each teacher working individually in a self-contained classroom.

School policies and regulations for staff and students are well defined and available in writing in teacher and student handbooks. This is the principal's sixth year at the school. While problems arise from time to time, the situation at Union Junior High School seems to be stable and under control.

STAFF MEETING ROLE SHEET

Mr./Ms. Trask, Principal

You are the principal of Union Junior High School. You have been a school administrator for ten years, and this is your sixth year as principal at this school.

You have been successful as a school administrator because you are task centered. You have always stressed to your teachers that the job of educating children is a difficult and demanding one and that all staff members need to exert constant effort to achieve educational goals.

As a result, while not all teachers consider you their friend, most of them respect you and comply with your wishes when you make requests of them.

It has been your experience that most teachers do not like to take on any more responsibility than they have to and that they prefer to have the principal provide the leadership. Also, you have found most teachers to be rather lazy and resistant to change. As a result, you have discovered that "coming on strong" and insisting that teachers follow your directions produce favorable results in most cases. After all, you are getting paid to make things happen at your school, and teachers need to realize this.

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II. Principals can be rotated to different work groups after each of the first two staff meetings to enable all teachers to experience different leadership styles. If this variation is employed, the discussion at the end of the role play focuses on teachers' reactions to the three different leadership approaches rather than on the tenure and transfer decisions.

III. The background situation and role descriptions can be rewritten to suit the backgrounds or needs of the group.

IV. The facilitator can present a lecturette on the theories underlying the role descriptions.[1]

Role Description	Grid Style (Blake)	Leadership Style (Moser)	Assumptions (McGregor)	Accommodation Patterns (Presthus)
Trask	9,1	Nomothetic	Theory X	
Purpull	1,9	Ideographic	Theory X	
Wyant	9,9	Transactional	Theory Y	
Upshaw				Upward Mobile
Indoff				Indifferent
Ambrose				Ambivalent

[1] See R. R. Blake and J. S. Mouton, *The Managerial Grid* (Houston, Texas: Gulf, 1964); D. M. McGregor, *The Human Side of Enterprise* (New York: McGraw-Hill, 1960); R. P. Moser, "The Leadership Patterns of School Superintendents and School Principals," *Administrator's Notebook*, September 1957, 6, 1-4; and R. Presthus, *The Organizational Society* (New York: Alfred A. Knopf, 1962).

Submitted by Ernest M. Schuttenberg.

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STAFF MEETING ROLE SHEET

Mr./Ms. Purpull, Principal

You are the principal of Union Junior High School. You have been a school administrator for ten years, and this is your sixth year as principal at this school.

You have been successful as a school administrator because you are person centered. It is very important to you that teachers be satisfied and happy in their work. You have always made an effort to protect your teachers from the sometimes unreasonable demands made on their time by parents or by the office of the superintendent.

As a result, teachers consider you their friend, and most of them make a real effort to comply when you occasionally ask them to do something extra around school.

It has been your experience that most teachers do not like to take on any more responsibility than they have to and that they prefer to have the principal provide the leadership. You are willing to do this, but you rely on gentle persuasion rather than direct orders. After all, it is more important to have a satisfied staff of teachers than to have all your requests carried out.

STAFF MEETING ROLE SHEET

Mr./Ms. Wyant, Principal

You are the principal of Union Junior High School. You have been a school administrator for ten years, and this is your sixth year as principal of this school.

You have been successful as a school administrator because you are both task centered and person centered. You recognize that teachers have individual needs and goals and that schools have organizational needs and goals. As you work with teachers, you have always tried to find where these two sets of needs and goals intersect and thus to gain the commitment of teachers to the quest for educational excellence.

As a result, teachers regard you as fair and personally interested in them and in the school. You make every effort to involve teachers meaningfully in planning, implementing, and evaluating various aspects of the school program.

It has been your experience that most teachers are willing to assume responsibility and to work diligently to attain results to which they are committed. After all, if teachers are a part of the planning and decision-making process, they will take pride and satisfaction in striving to achieve school goals.

STAFF MEETING ROLE SHEET

Mr./Ms. Upshaw, Teacher

You are a nontenured teacher at Union Junior High School. Before coming to this school you taught for two years in an adjacent state. This is your second year at Union Junior High.

You have found teaching to be a very rewarding profession. Education is the most important process in life, and you are proud to be part of an institution that helps young people shape their lives. While classroom situations are sometimes difficult, you pride yourself on your dedication to your duties as an educator.

You have maintained good relationships with all the school administrators with whom you have come in contact. After all, administrators have difficult jobs and tough decisions to make. Since you hope to become a principal some day, you are quite willing to go along with most administrative requests, even if you do not totally agree with some of them.

In short, you like teaching because of the future career opportunities it affords.

STAFF MEETING ROLE SHEET

Mr./Ms. Indoff, Teacher

You are a nontenured teacher at Union Junior High School. Before coming to this school, you taught for two years in an adjacent state. This is your second year at Union Junior High.

You have found teaching to be a pretty good job, as jobs go. Of course, it is sometimes difficult to put up with the nonsense of the kids in class, but you have developed a way of putting on a gruff exterior which keeps them in line most of the time. Otherwise, there are no problems.

With regard to the administration, you do just enough around school so as not to arouse the adverse attention of the principal. You would prefer to take on as few extra assignments as possible, especially those that might result in additional work in the evenings or over the weekends. Evenings and weekends are the only times you can really enjoy life: participating in sports, being active socially, and pursuing your hobbies.

In short, you like teaching because of the free time it gives you off the job.

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STAFF MEETING ROLE SHEET

Mr./Ms. Ambrose, Teacher

You are a nontenured teacher at Union Junior High School. Before coming to this school, you taught for two years in an adjacent state. This is your second year at Union Junior High.

You have mixed feelings about teaching from your experience to date. On the one hand, you get a great deal of satisfaction from working with students, helping them learn and grow. Then, too, there are the professional status and intellectual stimulation you enjoy with colleagues who share the same educational mission.

On the other hand, you dislike the arbitrary use of power and authority often displayed by the school administration. On a number of occasions you have witnessed decisions made in the principal's office that you knew were not in the best interest of kids. And you do not feel that your life is entirely your own since you must often comply with administrative decisions that were made without consulting you.

In short, you like teaching but dislike schools.

STAFF MEETING INSTRUCTIONS FOR PRINCIPALS SHEET

You are to conduct three five- to ten-minute staff meetings with a small number of the nontenured teachers on your staff at Union Junior High. The purpose of each meeting is to discuss a particular problem with the teachers and to enlist their aid in dealing with it.

The approach you take in each staff meeting should be consistent with your administrative values and experience as described in your role sheet.

After each of the three staff meetings, you will be asked to make a brief written record of any decisions reached, your reactions to the meeting, and your feelings about the teachers with whom you met.

For the purposes of this activity, it will be assumed that there is approximately a month between each meeting. The meetings, therefore, are not particularly related in content, even though you will be meeting the same group of teachers each time.

STAFF MEETING INSTRUCTIONS FOR TEACHERS SHEET

You will be asked to attend three five- to ten-minute staff meetings to be conducted by your principal at Union Junior High. The principal will inform you of the purposes of each meeting.

The approach you take in conducting yourself at each staff meeting should be consistent with your values, desires, and experiences as described in your role sheet.

After each of the three staff meetings, you will be asked to make a brief written record of any decisions reached, your reactions to the meeting, and your feelings about the principal and other teachers.

For all purposes of this activity, it will be assumed that there is approximately a month between each meeting. The meetings, therefore, are not particularly related in content, even though you will be meeting the same group of teachers each time.

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STAFF MEETING TOPICS SHEET

Staff Meeting #1:

Student behavior has been getting a bit out of hand in the cafeteria lately. You think that it would help the situation if an additional faculty member would serve on cafeteria duty during each of the three lunch periods to assist the two teachers already on duty. Meet with your teachers to discuss this problem and seek a solution.

Staff Meeting #2:

Student discipline in the classroom has become a problem, judging from the number of office referrals over the last month. You think that a special faculty study committee on this subject would serve a useful function. Meet with your teachers to discuss their service on such a special committee.

Staff Meeting #3:

The Union PTA has recommended that improved communications be fostered between parents and teachers. You feel that a program of home visitations by teachers would be a help. Meet with your teachers to discuss this problem and their part in helping to solve it.

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STAFF MEETING REACTION SHEET

My "name" is:

_____
(write in)

Meeting Number:
1 2 3
(circle one)

Take a few minutes to jot down your reactions to the meeting just completed:

1. Decisions reached or outcome of the meeting:

2. Your reactions to the meeting:

3. Your feelings about others in the meeting:

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STAFF MEETING PRINCIPAL'S DECISION SHEET

My "name" is:

_____

(write in)

It is now near the end of the school year. The superintendent's office has asked you to provide a recommendation regarding tenure for each of the nontenured teachers in your building.

Based on what you know about the teachers you have been meeting with over the past three months, please recommend each of them by checking the appropriate box on the form below for each teacher.

Be guided in your decision only by your value system and assessment of their potential as educators in this school system. Recommend only those teachers from the list whom you actually met with:

RECOMMENDATIONS FOR TENURE	(Check one box for each teacher you met with.)					
	A. Upshaw	A. Ambrose	A. Indoff	B. Upshaw	B. Ambrose	B. Indoff
1. Recommend Unequivocally						
2. Recommend, but with Reservations						
3. Do not Recommend						

STAFF MEETING TEACHER'S DECISION SHEET

My principal's "name" is: _____ (write in)

My "name" is: _____ (write in)

It is now near the end of the school year. The superintendent's office has asked you to make a decision regarding transferring to the other junior high school next year or staying at Union.

Based on your experience at Union Junior High this year, and especially on the meetings you have had with your principal, please indicate your decision by checking the appropriate box on the form below.

For the purposes of this activity, please assume that your decision will be held in strictest confidence by the office of the superintendent and that your wishes will be honored. Be guided in your decision by your value system and the extent of your desire to work at Union Junior High again next year:

OPTIONS	MY DECISION (Check one box)
1. Definitely want to stay at Union Junior High	
2. Will stay, but with reservations	
3. Request a transfer from Union	

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STAFF MEETING PREDICTED AND ACTUAL RESULTS SHEET

Use the matrices below to record with stroke counts (𝍸 𝍸) the actual decisions reached by participants in the role play. Asterisks (*) indicate those decisions predicted on theoretical bases.

PRINCIPALS

Trask, Principal	Ambrose	Indoff	Upshaw
1. Recommend Unequivocally			*
2. Recommend, but with Reservations	*		
3. Do not Recommend	*	*	

Purpull, Principal	Ambrose	Indoff	Upshaw
1. Recommend Unequivocally	*	*	*
2. Recommend, but with Reservations	*	*	
3. Do not Recommend			

Wyant, Principal	Ambrose	Indoff	Upshaw
1. Recommend Unequivocally	*		*
2. Recommend, but with Reservations	*		*
3. Do not Recommend		*	

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TEACHERS

Ambrose, Teacher	Trask	Purpull	Wyant
1. Definitely Stay			*
2. Stay, but with Reservations			*
3. Request Transfer	*	*	

Indoff, Teacher	Trask	Purpull	Wyant
1. Definitely Stay		*	
2. Stay, but with Reservations			*
3. Request Transfer	*		

Upshaw, Teacher	Trask	Purpull	Wyant
1. Definitely Stay		*	*
2. Stay, but with Reservations	*	*	
3. Request Transfer			

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Resource Materials

Films

The Twelve O'clock High and Twelve Angry Men film classics are excellent when used as a basis for case studies in situational leadership. After viewing the film(s), participants can diagnose leadership styles that the different characters use with their followers. Films can be rented from Films, Inc.

Twelve O'clock High is also available in an abridged video-tape version from Monad Trainer's Aides.

Situational Leadership Simulator

A competitive training device designed for participants to use concepts of situational leadership to analyze and diagnose case situations and make decisions about appropriate leadership styles. Available through University Associates, San Diego, California.

Leadership Style Instruments

The Managerial Grid, Blake and Mouton

Five leadership styles are presented with the suggestion that "team management" is the style to work toward. Available through Scientific Management, Inc., Austin, Texas.

Management Style Diagnosis Test, W.J. Reddin

This self scoring situational leadership inventory on a tri-dimensional grid yields predominant style, supporting style, flexibility, and effectiveness scores. Available through Organizational Tests, Ltd., Fredericton, N.B. Canada.

Management Appraisal Survey, J. Hall

Self scoring grid representing five styles of management. Available through Teleometrics International, Conroe, Texas.

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*List of Instruments with more complete description in Pfeiffer, Jones, and Heslin's Instrumentation in Human Relations Training. Available through University Associates, San Diego, California.

Myers-Briggs Type Indicator, K.C. Briggs and I.B. Myers

The type indicator yields four scores with a personal focus. Traits measured are relatively value free with an emphasis in co-workers compatibility. Not self scoring. Available through Consulting Psychologists Press, Inc., Palo Alto, California.

Leader Behavior Analysis - K. Blanchard, R. Hambleton, D. Forsyth, and D. Zigarmi

Provides analysis of personal perceptions of leadership style, secondary style, developing style, flexibility, and style effectiveness. Self scoring. Available through Blanchard Training and Development, Escondido, California.

LEAD-Self - P. Hersey and K. Blanchard

One of the more widely used instruments, it is designed to measure self-perception of leader behavior-style, flexibility, and adaptability. Self scoring. Available through University Associates, San Diego, California.

Sample Training Designs

Goals:

Introduce participants to concepts of leader behaviors and styles.

Objectives:

A. Diagnosis of individual leadership style, style flexibility and effectiveness.

B. Learn background information about leader behavior theory with emphasis on situational leadership.

C. Obtain some useful experience in application of Life Cycle theory of leadership.

Training Design A - (half-day training)

1.	Administer Leadership Style Inventory	15 - 20 minutes
2.	Review development of leader behavior theory:	30 minutes
3.	Define situational leadership:	10 minutes
4.	Describe Hersey-Blanchard Theory (Handout #2):	30 minutes
5.	Score instrument	15 minutes
6.	Q and A	15 minutes
7.	Case Situations (Handout #2) (individually or in small groups) or Leadership Role Play* if time allows (Handout #3)	30 minutes
8.	Wrap-up activity	

Training Design B - (full day training)

1.	Administer Leadership Style Inventory	15 - 20 minutes
2.	Review development of leader behavior theory:	30 minutes
3.	Define situational leadership:	10 minutes
4.	Describe Life Cycle Theory	30 minutes

5.	Score instrument	15 minutes
6.	Q and A	15 minutes
7.	Case Situations (Handout #2) (individually or in small groups) or Leadership Role Play*	30 minutes
8.	Show film "Twelve O'clock High" or "Twelve Angry Men": (films should be carefully previewed so trainer is able to point to specific moments in film)	2 hours
9.	Review leadership style changes of main characters: (individually or in small groups)	30 minutes
10.	Q and A	
11.	Wrap-up activity	

A lengthier training program can be designed by using a combination of the case studies, role play, film, and leadership simulator game.

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*While this role play does not specifically deal with the leadership styles presented in the module, with slight modifications, this can be a very effective activity.

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